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ABSTRACT

The demand for the services of homemaker-home health aides has increased tremendously. In one year, for example, the Visiting Nurse and Home Care Association of East Hartford, Connecticut, had a nearly 155 percent increase in the demand for homemaker-home health aide service. The East Hartford Public Schools developed a vocational program that incorporated a homemaker-home health aide component into the nursing assistant curriculum. More than 15 students were given classroom and clinical instruction in the additional skills and competencies required of a homemaking and health aide skills were coordinated with the Visiting Nurse and Home Care Association of East Hartford, Inc. The East Hartford Public Schools has committed itself to this program by hiring an additional staff member and making available the addtional facilities require because of the expanded program and increased enrollment. The pilot program was regarded as highly successful by all involved--students, cooperating agencies, and the East Hartford Public Schools. (This report includes such documents as program application and brochures, letter to parents, training contract, clinical performance evaluation, news releases and course evaluation.) (Author/KC)

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NURSING ASSISTANT/HOMEMAKER-HOME HEALTH AIDE COMPONENT

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EAST HARTFORD, CONNECTICUT 06108

PREPARED FOR:

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
BUREAU OF VOCATIONAL SERVICES
HARTFORD, CONNECTICUT

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ABSTRACT

The demand for the services of Homemaker-Home Health Aides have increased tremendously. The large increase in the population of senior citizens, earlier discharge of patients from area hospitals, as well as the growing public awareness of home care as a humane alternative to institutional care, have all contributed to the increased demand. Last year alone, the Visiting Nurse and Home Care Association of East Hartford, one of the home care providers in the Town of East Hartford, had a nearly 155% increase in the demand for Homemaker-Home Health Aide service. Over 30,000 hours of Homemaker-Home Health Aide services were provided.

With a grant from the Bureau of Vocational Program Planning and Development, the East Hartford Public Schools developed a highly successful vocational program which incorporated a homemaker-home health aide component into its Nursing Assistant Curriculum. This program linked together key agencies with the East Hartford Public Schools. Over fifteen students were given instruction, both classroom and clinical, in the additional skills and competencies required of a homemaker-home health aide. This instruction was a joint effort between the Nursing Assistant Department and the Home Economics Department.

A twenty hour clinical component which allowed the students hands on experiences in both homemaking and heath aide skills was coordinated with the Visiting Nurse and Home Care Association of East Hartford , Inc.

The East Hartford Public Schools has committed itself to this program by hiring an additional staff member and making available the additional facilities required due to the expanded program and increased enrollment.

This pilot program was deemed highly successful by all involved - students, cooperating agencies and the East Hartford Public Schools.

PART I

INTRODUCTION

STATEMENT OF THE PROBLEM

The demand for the services of Homemaker-Home Health Aides have increased tremendously. The large increase in the population of senior citizens, earlier discharge of patients from area hospitals, as well as the growing public awareness of home care as a humane alternative to institutional care have all contributed to the increased demand. Last year alone, the Visiting Nurse and Home Care Association of East Hartford, one of the home care providers in the Town of East Hartford, had a nearly 155% increase in the demand for Homemaker-Home Health Aide service. Over 30,000 hours of Homemaker-Home Health Aide services were provided.

Research in Health Occupations documents the need for additional manpower on the National, State and local level. Health is the second largest industry in our country and employs over 4.4 million workers. The employment outlook in Health Occupations is excellent and growing. Recently, the New York Times (Sunday Edition) stated that the health area will grow by 197% during the late 1980's and 1990's. At the state level, the needs have been recognized by both the Health and Education Departments and specific requests for training at the local level have and are being sought. The demand for Homemaker- Home Health Aides has increased in East Hartford by 89% over the past two years. The staff has doubled. Projected needs are conservatively forecast at 100% over the next five years. Demands for nursing assistants in long term care facilities are also rising

STATEMENT OF THE PROBLEM.-continued

East Hartford is an urban town contiguous to Hartford with a population of approximately 56,000. It is similar to other Connecticut towns and communities. The educational needs of the students, as well as the services needed by the community, have been well documented at the local and state levels.

East Hartford presently has over 2000 students enrolled in two high schools (1985-1986 consolidated to one school). As a result of introducing Nursing Assistant Training Programs and Health Occupations Courses over seven years ago, student interest is markedly increasing in the above mentioned area. The introduction of a nursing assistant program at East Hartford High School and the integration of a Homemaker-Home Health Aide component into both of these programs serves to address the needs of a large, previously untapped, resevoir of students. Students also benefit by having an additional entry level skill.

East Hartford has a large progressive Visiting Nurse and Home Care Agency as well as two large progressive extended care facilities which are very receptive to working with the East Hartford Public Schools in the training of Nursing Assistants/Homemaker-Home Health Aides.

These agencies can offer students an excellent array of experiences. The East Hartford Visiting Nurse and Home Care Association alone compiled 30,000 hours of Homemaker-Home Health Aide servicesin 1983 which did not satisfy the East Hartford community demand. The East Hartford Visiting Nurse and Home Care Association had to rely on assistance from outside agencies to meet the full demand for service.

The type of training program proposed and carried out by the East Hartford Public Schools serves to meet this community's ever increasing demands for trained Nursing Assistants/ Homemaker-Home Health Aides as well as meeting the needs of the students who could benefit from this type of training.

The proposed project was within the time schedule, personnel assignment, and budget projections. The East Hartford Public Schools had already explored avenues whereby Homemaker-Home Health Aide experience could be given to a limited number of students enrolled in the Nursing Assistant Program. This project allowed the school system to implement a component which was not only built on the existing Nurses' Aide Program but initiated a collaborative effort between School/Community to train Homemaker-Home Health Aides.

GOALS AND OBJECTIVES

The goals and objectives as enumerated below were all met. Details with regard to methods can be found integrated throughout the body of the report.

1. Recruit fifteen (or more) twelfth grade students to fulfill the necessary training requirements to become certifiable as Homemaker-Home Health Aides.
2. Develop a collaborative program to include the Nursing Assistant Program and the Home Economics Program which will train students as Homemaker-Home Health Aides according to State requirements.
3. Expand the collaborative effort between the East Hartford Public Schools and the Visiting Nurse and Home Care Association of East Hartford, Incorporated, for the purpose of meeting the clinical component of this grant.
4. Develop an exemplary program that can be replicated throughout the State in areas where there are existing Nursing Assistant and Home Economics Programs.

GOALS AND OBJECTIVES - continued

5. Provide a recruiting component which would address the special needs of students who are educationally, socially and economically disadvantaged. Strategies will include conference with guidance, teachers, parents and specific interviews with students in above mentioned categories.
6. Strengthen the education-work linkages at the high school level.
7. Provide a final report which can be replicated for other school districts. This report will describe in detail the program's design, procedures and curriculum for both the classroom and the clinical phases.
8. Provide on request workshops to other school systems within the state for strategy and implementation of Homemaker-Home Health Aide Training Programs.

   (At the present time, two dissemination workshops are planned for the Fall. In addition, results of the project will be presented to the East Hartford School/ Business Partnership Committee.

PROJECT DESIGN

1. General Design
   The general design of the program was conceptualized and executed in the five (5) phases below. The time schedule for implementation can be found in Appendix #1.

PHASE I - Recruitment:

Twenty-one students were recruited, screened and enrolled in a collaborative program.

Recruitment for the on-going nursing assistant classes has traditionally been done by briefly visiting all sophomore English classes and junior United States History classes. At this time, a very short presentation is made about the program. An information packet is presented to the students (see Appendix 2). Interested students are instructed to fill out the "Application for Admission" into the program and return the application to their guidance counselor. Interested students are also invited to visit an upcoming open house in the Nursing Assistant classes where the program is more fully explained.

Annually, the Nursing Assistant instructor meets with the Guidance Department, the Special Education Department, and the chairman of the Support Program to explain the program and the type of students who could benefit most from this type of instruction.

When all applications have been received, the students are screened by the Health Occupations instructor and the respective department heads. Criteria used in the selection are elaborated in the "Student Profile" (See Appendix 3) which has been previously reviewed with all individuals involved in the selection process.

A similar process was followed when the grant was initially received as well as in January, 1985 prior to course selection for the 1985-1986 school year. At the initial class meeting, parental permission was sought. (See Appendix 4)

PHASE II - Setting Up the Facilities:

Two fully equipped classroom laboratories were utilized - one at East Hartford High School and one at George J. Penney High School. The lists of supplies and materials needed reflect East Hartford High School's needs only and do not reflect the total needs of any new program. Many supplies and materials were available for use from the on-going Nursing Assistant program at Goerge J. Penney High. (See Appendix 11)

A complete list of supplies needed to initiate a nursing assistant program with a homemaker/ home health aide component could be made available upon request.

PHASE III - Instruction (Classroom)

Advanced Health Occupations students enrolled at George J. Penney High School received one hundred and twenty hours of classroom instruction in care of the patient in an acute care setting and in a home setting. Basic Health Occupations students at East Hartford High School were given one hundred and forty hours of classroom instruction in basic nursing assistant skills and homemaker-home health aide skills including the clinical components. The classroom component was a collaborative effort between the Home Economics and the Health Occupations Departments. A detailed curriculum guide will be available in the fall.

PHASE IV - Instruction (community)

The East Hartford Public Schools collaborated with the Visiting Nurse and Home Care Association of East Hartford, Inc. of East Hartford for the clinical component of the Homemaker-Home Health Aide program. (See Appendix #5) Contracts were drawn up and signed (Appendix #6)

The selection of client homes and patient care experiences was mutually agreed upon Every effort was made to give the students as broad a range of experiences as possible. (Appendix #7). Permission for students and the East Hartford Public Schools to assume responsibility for the case was always sought from the client or the family of the client. While in a client home, students were always supervised by the high school instructor(s).

A minimum of sixty hours of direct patient care experiences was conducted in area long term care facilities to satisfy the clinical component of the nursing assistant phase of the program. The long term care facilities utilized include St. Elizabeth Health Care Center and Riverside Health Center, both of which are located in East Hartford. The majority of this clinical training was done prior to the Homemaker-Home Health Aide clinical component.

Students enrolled the Advanced Health Occupations course at George J. Penney High School also received a minimum of fifty hours of direct patient care at an acute care facility - Manchester Memorial Hospital in Manchester, Connecticut.

Students were evaluated on all aspects of their clinical training. (See Appendix #8)

PHASE V

At the completion of this course, students are awarded a certificate stating the type of training they received and where it was received. (See Appendix #9).

Of the fourteen students completing the course, seven students intend to or have sought employement as a Nursing Assistant in a convalescent home, three students are seeking employment as Homemaker-Home Health Aides and two students, in addition to full time jobs in a convalescent home, have sought additional employment - one as a Nursing Assistant in a hospital and one as a Homemaker/Home Health Aide.

Jobs as both a Nursing Assistant and a Homemaker-Home Health Aide are plentiful in the East Hartford area. Numerous agencies and extended care facilities have contacted the school to recruit graduates of the program. Starting salaries range from $4.25 per hour to over $6.00 per hour.

PHASE VI

The project has been presented to the East Hartford Board of Education, accepted and funded for the next full year.

PHASE VI - continued

Presently, fifty students have selected the Basic Nursing Assistant/Homemaker-Home Health Aide course for the 1985-1986 school year. Two sections of the course have been scheduled for a double period for the full year.

In addition to the full time nurse-teacher who will assume the responsibility for the classroom instruction and program management, a full-time registered nurse educator has been hired to assume responsibility for the clinical components of the course. Sub-groups of the classes will be streamed out to the various clinical sites on a regular basis.

In addition, a home economics instructor has been assigned to teach the homemaking component two to three periods per week per section (See Appendix #10).

PART 2

RESULTS, ANALYSIS AND RECOMMENDATIONS

GENERAL

This project developed a high quality vocational program in the Homemaker-Home Health Field which enabled high school seniors to be certified as Nursing Assistants and to become certifiable as Homemaker-Home Health Aides. The program linked together three key agencies/schools in the East Hartford area which, working together, accomplished the project objectives, met schedules and time lines, and vastly improved the quantity and quality of vocational education in this area. Each component had unique resources and capabilities. The East Hartford Public School System supported the introduction of this program and made available the necessary in-kind services. (See Appendix 11).

The East Hartford Public Schools has extended its committment to the program by offering the program during the 1985-1986 school year. (See Appendix #12). An additional nurse educator will be hired to accommodate the increased enrollment. This additional staff member will assume responsibility for the clinical component of the program.

In addition, administrators at the combined East Hartford High School will make the space and facilities available in the 1985-1986 school year. This will allow for an expanded program and the needs of a greater number of students will be met.

The attendant publicity surrounding this pilot project has served to raise the school and community interest and support for these program offerings. Articles explaining the pilot program were sent to parent homes via the Principal's Newsletters. Articles also appeared in the "East Hartford Gazette", the East Hartford High School student newspaper, "The Pilot", and the "Hartford Courant". (See Appendix 13).

Next year's increased enrollment may be in large measure due to the enclosed publicity.

RECRUITMENT

Recruitment and enrollment procedures have generally been effective and the strategies mentioned earlier will continue to be employed. However, school systems considering this program should carefully screen students. Student dropout could present a problem. A program of this type makes significant demands on a student and takes a committment not required in other courses.

As in most urban high schools, regular attendance is often a problem. A training program of this type requires regular attendance - both classroom and clinical. Skills cannot be executed in a patient care setting that have not been taught and perfected in the classroom.

INSTRUCTION - classroom

Integrating the Health Aide Curriculum component into the Nursing Assistant component was not difficult. Using supplemental texts, handouts and the basic nursing assistant text, the curriculum task was accomplished. (See Appendix 14). Key points were again reviewed

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INSTRUCTION - classroom - continued

prior to the students' first home visit.

Due to the nature of home care, some of the areas that needed either to be introduced into the curriculum or to be given additional emphasis were:

1. The recent trend to home care.
2. The duties of a Homemaker/Home Health Aide and how the role differs from a Nursing Assistant.
3. The family unit - differences among families.
4. The Homemaker/Home Health Aide's relationship to other family members.
5. Cultural differences among families.
6. How illness affects families.
7. The sanctity of a client's home.
8. Ethics and confidentially.
9. Assignment organization and priority setting. (For example, if directed by the care plan to do so, a student must start laundry upon arrival at the home so the washing and drying process would be completed in allotted time. A student may have to ascertain food shopping needs. The importance of checking that a patient's food supply has the nutritionally necessary variety).
10. Planning simple meals following an A.D.A. diet.
11. Modifying and adapting procedures and equipment in the home.

A curriculum guide will be made available in the Fall.

The additional curriculum was a natural and logical addition to the Nursing Assistant course. It fit in almost effortlessly and, in fact, the additional role playing and problem solving added interest to the course.

The homemaking component was a definite addition to the curriculum. Agencies claim that this is an area where young Homemaker-Home Health Aides are traditionally weak. Except for students who had previous home economics classes, most students had minimal information about shopping for food, preparing meals, and the light housekeeping tasks necessary for a Homemaker-Home Health Aide. (See Appendix #7). Having access to the Home Economics Department's facilities is mandatory. It would be almost impossible to simulate many of these skills in a health room laboratory. These skills could not be properly learned without the hands-on experience.

Even with skill demonstrations, practice and return demonstrations, many high school students tend to be insecure and somewhat disorganized in a clinical setting. Requiring students to bring "procedure packets" into the clinical setting helped to alleviate the insecurity and disorganization. Students could review key points before beginning procedures. (This was particularly helpful in a convalescent home where there were six to eight students doing procedures at one time).

This year Home Economics was taught two periods a week each semester. Even though the time was well spent and even though it was helpful to have curriculum areas that overlap, it cut too deeply into the time allotted to the Nursing Assistant Curriculum.

Virtually all the tasks that a nursing assistant will perform in a convalescent facility will be nursing/health aide skills. The majority of tasks a Homemaker/Home Health Aide will perform in the home will be health aide skills. Based on the above, the following recommendations have been submitted.

1. The Home Economics component of the Nursing Assistant curriculum will be scheduled two-three periods a week second semester.
2. Clinical time in the home be cut back to three visits of six hours each. All visits will include the homemaker and health aide skills.

INSTRUCTION - classroom - continued

3. A new course be developed which will deal in more depth with the well elderly. and give additional scope and depth in homemaking skills. It would be team taught by the Home Economics Department and the Health Occupations Department. This course would be primarily in the purview of the Home Economics Department. This course will be strongly recommended to graduates of the Nursing Assistant program. It could be scheduled concurrently with the Basic Nursing Assistant class,and,thus, it would allow for more efficient and effective scheduling of instructors. (Appendix #10)

The classes at George J. Penney had already received the Basic Nursing Assistant course. They were also given the additional instruction required to be an Nursing Assistant in a hospital as well as the additional curriculum, skills, and attitudes needed by a Homemaker/Home Health Aide.

INSTRUCTION - Clinical

Each Basic Nursing Assistant student at East Hartford High School received a minimum of sixty clinical hours in an extended care facility. They performed a majority of the skills and tasks required of a Nursing Assistant. (See Appendix #7). This training, which varied little from previous Nursing Assistant classes, was conducted according to State Department of Education guidelines.

Students thus were able to begin to perfect basic skills and acquire confidence in the convalescent setting before going to a client home. All students had received nearly fifty of the sixty clinical hours before they went into the home.

For the clinical experience in the home, clients were selected jointly by the Agency nurse in charge of the case, the Agency supervisor of Homemaker/Home Health Aides and the Nurse instructor from the high school. Charts and the plan(s) of care were reviewed with the nurse instructor from the high school prior to the visit.

On the student's initial visit to client homes, students accompanied an experienced Agency Homemaker-Home Health Aide. On this initial visit, students were in the home on an observation capacity only. (See Appendix 5). Students were transported to the case by the Homemaker-Home Health Aide in charge of the case. Parents had previously given permission for these transportation arrangements, and, in case of accident, students would be insured under the Agency's non-owned automobile insurance policy and/or the automobile of the Homemaker-Home Health Aide providing the transportation. (See Contracts in Appendix 6).

All involved in these initial observations agreed they were very beneficial. These visits gave students a chance to see the role of the Homemaker-Home Health Aide in the most natural circumstances possible.

Only two to three students, preferably two, plus the high school instructor can be accommodated in the home at one time. Many elderly live in small Senior Citizen Apartments that become easily overcrowded.

Clients had always given prior permission for students and their high school instructor to assume responsibility for the case. However, it seemed both confusing and embarrassing to a client to have more than one student assisting them with personal care. The other student performed the light housekeeping tasks required. Since the students visited two or more clients per day (usually each case lasted about two hours), the roles and responsibilities of the student could be switched from case to case.

Students prior experience in a convalescent home allowed them to perform all health aide skills with reasonable self-assurance and expertise. The carry over learning of homemaking skills from the classroom to the clinical setting appeared to be high. The students,who were always under the supervision of an instructor from the high school,

INSTRUCTION - Clinical - continued

generally performed well in all areas. Students did need chiding regarding neatness.

The students were well received by the Agency clients, and the students spoke very positively about their home care experiences. Several clients called the Agency to compliment the students on the care they received. Many students who would prefer not to work in a convalescent home because of the volume and pace of the work have another career option. Since response to the program and the students was most favorable, (See Appendix #15), we anticipate a long and happy relationship with the East Hartford Visiting Nurse and Home Care Association, Inc.

Transportation was provided in the instructors' privately insured vehicles. Next year, the East Hartford Public Schools anticipates having a van and a driver to assist in the transportation.

The course was well received by the students. Course Evaluation and instructor rating scales were used to solicit their opinions. (See Appendix #16).

Students generally felt that they had gained significantly in all areas polled. They saw some of the positive ways they had benefitted as: "I've learned to handle myself under difficult situations", "I have gained self confidence" "learning about the aging process", "gaining career options", "learning a skill", "Homemaker/Home Health Aide is a natural addition to the nursing assistant".

Student suggestions revolved mainly around the scheduling of clinical hours for the convalescent home. They found it very stressful to accomplish their patient care assignments in some of the shorter time periods blocked out. More full day field trips will be explored with the administration of the new comprehensive high school.

CONCLUSION

This pilot program accomplished all it set out to do. There were many unanticipated benefits along the way. Students got a more rounded picture of aging by going to the client homes as well as the extended care facilities. By viewing the patient in a home and family setting, they could relate to and treasure each person as the unique individual he/she is.

This component should be included in all Nursing Assistant programs for three main and very basic reasons.

1. Students gain an additional entry level skill in an area that desperately needs workers.
2. Students gain additional competencies in skills they will be using in life.
3. Students gain a more balanced view of aging and the problems attendant to aging.

APPENDICES

TIME SCHEDULE

	PRE CONTRACT	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
PHASE I													
Recruitment of students	X												
Recruitment of Staff	X												
Scheduling of students & staff	X												
Public relations-school and community education	X	X	X	X	X	X	X	X	X	X	X	X	X
PHASE II *													
Student Instruction-classroom													
East Hartford High School				X	X	X	X	X	X	X	X	X	X
George Penney High School				X	X	X	X	X	X	X	X	X	X
PHASE III													
Student Instruction-clinical													
East Hartford High School Convalescent Home					X	X	X	X	X				
Homemaker/Home Health Aide									X	X	X	X	X
George Penney High School Hospital					X	X	X	X					
Homemaker/Home Health Aide									X	X	X	X	X
PHASE IV													
Job Placement													X
PHASE V													
Evaluation-													
Director and staff				X		X		X			X		X
Student pre & post texting				X	X	X	X	X	X	X	X	X	X
Written evaluation													
Students													X
Instructors													X
Cooperating Agencies													X
DISSEMINATION **												X	X
Mid-Year Report								X					
Final Report													X
East Hartford Board of Education													X
State Department of Education													X
State Department of Health													X
CACVOE CT Advisory Council													X
CREC													X
E.H. Vocational Advisory Council													X

* East Hartford High School
Clinical component will include 60 hours of supervised patient care in an extended care facility and a minimum of 20 hours in a client home.
George J. Penney High School
Clinical component will include 60 hours of supervised patient care in an acute care setting and 20 hours in a client home.

STAFF IN THE EAST HARTFORD PUBLIC SCHOOLS WILL BE AVAILABLE FOR CONSULTATION AND WORKSHOPS AFTER THE COMPLETION OF THE PROGRAM.

THE EAST HARTFORD PUBLIC SCHOOLS' HEALTH OCCUPATIONS INSTRUCTOR AND/OR THE HOME ECONOMICS INSTRUCTOR WILL BE AVAILABLE TO PRESENT A FORMAL PRESENTATION TO CONNECTICUT HEALTH OCCUPATIONS AT THEIR ANNUAL MEETING.

ATTENTION
SOPHOMORES AND JUNIORS

IF YOU ARE:

a. going to be 16 by Dec.'85.
b. dependable.
c trustworthy.
d. searching for a career.
e. interested in fitness.
f. looking for rewarding part time work while still in high school.
g. wondering what to do after high school.
h. a kind and caring person.

IF YOU WANT:

a. on the job training.
b. a competative edge on post high school training.
c. to receive high school credit while exploring your future.
d. to learn basic skills and medical terminology that will make you employable.
e. to learn C.P.R.
f. to receive a certificate recognized by the State of Conn. for employment as a Health Aide.

FIND OUT ABOUT THE NEW HEALTH OCCUPATIONS COURSES AT THE HIGH SCHOOL.

COME TO OPEN HOUSE

THURS. JAN. 3 FRI. JAN. 4
OR MON. JAN. 7

COME TO ROOM 114 *EITHER* PERIOD 2 *OR* PERIOD 3

++

COME WITH A PASS FROM.

A. YOUR TEACHER.
B. YOUR GUIDANCE COUNSELOR.
C. ROOM 114 If you have a study.

++

I GIVE NAME_____PERMISSION TO ATTEND THE HEALTH OCCUPATIONS OPEN HOUSE ON (DATE)_____ PERIOD_____ SIGNED_____

EAST HARTFORD HIGH SCHOOL

APPLICATION FOR ADMISSION INTO BASIC HEALTH OCCUPATIONS

NURSING ASSISTANT/HOMEMAKER-HOME HEALTH TRAINING

NAME:_____ HOMEROOM_____

GUIDANCE COUNSELOR_____

AGE AS OF DECEMBER 31, 198=_____General Health_____

The following attitudes and habits are necessary for success in the health field. How would you rate yourself?

A. Do you:	YES	NO
Enjoy helping others?		
Like people?		
B. Are you:		
Dependable?		
Tactful?		
Trustworthy?		
Patient?		
Willing to take responsibility?		

What do you want to do after high school graduation?

Why do you want to enroll in the Basic Health Occupations course?

Have you been absent from school frequently in the past?_____

Are you frequently tardy to school?_____

If selected for this course, do you agree to attend class regularly?_____

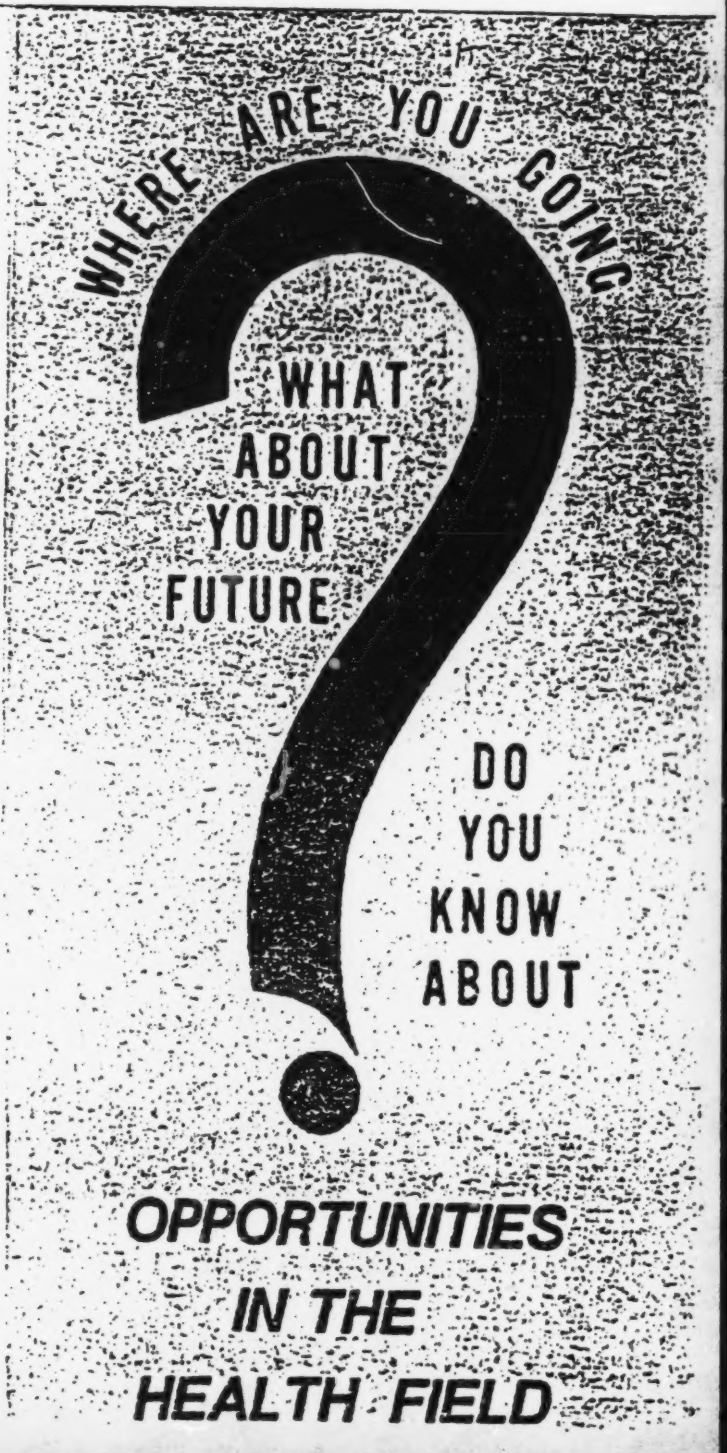
Signed_____Date:_____

Approved: Yes_____ No_____

Your Name

Age

Home Room



ARE YOU

MATURE AND DEPENDABLE?

A CARING PERSON WHO ENJOYS HELPING OTHERS?

LOOKING FOR CAREER OPPORTUNITIES THAT ARE INTERESTING AND CHALLENGING?

TAKING THE COURSES IN HIGH SCHOOL THAT WILL GAIN YOU ENTRANCE INTO THE CAREER OF YOUR CHOICE?

DO YOU

ENJOY WORKING WITH PEOPLE?

WANT JOB TRAINING WHILE ATTENDING CLASSES?

WANT TO RECEIVE HIGH SCHOOL CREDIT FOR WORK EXPERIENCE?

WANT TO GET AN EARLY START ON A FUTURE CAREER?

DID YOU KNOW THAT

E.H.H.S. WILL OFFER A NEW COURSE NEXT YEAR CALLED HEALTH ASSISTANT*HOMEMAKER-HOME HEALTH AIDE.

E.H.H.S WILL HAVE A FULLY EQUIPPED CLASSROOM LABORATORY WHERE YOU WILL LEARN PATIENT CARE SKILLS.

YOU WILL RECEIVE SUPERVISED ON THE JOB TRAINING.

YOU WILL LEARN BASIC EMERGENCY CARE.

YOU WILL EXPLORE CAREER OPPORTUNITIES IN THE HEALTH FIELD.

YOU WILL HAVE THE OPPORTUNITY TO JOB SHADOW AND MEET AND TALK TO PROFESSIONALS WORKING NOW IN THE HEALTH FIELD.

YOU WILL RECEIVE TWO HIGH SCHOOL CREDITS FOR SUCCESSFUL COMPLETION OF THE COURSE.

YOU WILL BE CERTIFIABLE AS A NURSING ASSISTANT/ ORDERLY AND A HOMEMAKER-HOME HEALTH AIDE.

STUDENT PROFILE

The Basic Health Occupations (Nursing Assistant-Homemaker Home Health) Aide classes are looking for a student who:

1. Is at least 16 years of age by December of the year enrolled.
2. Is of average intelligence or is highly motivated if intelligence is in the low average range.
3. Is in good health and has no chronic health problems that would limit the student either physically or emotionally.
4. Is of at least average integrity.
5. Does not have a pattern of frequent absences, tardiness, or class cutting.
6. Is emotionally self controlled.
7. Might benefit from having TWO entry level skills in an area where jobs are plentiful.
8. Might benefit from small group interaction and individualized attention.
9. As a result of direct exposure to the health field, might be motivated to pursue a year or more of post high school training in one of the numerous allied health career fields.

East Hartford Public Schools

East Hartford High School

Dear Parent:

Congratulations! Your son/daughter has been enrolled in East Hartford High School's new Nursing Assistant and Homemaker-Home Health Aide Training Program. He/she will be taught basic homemaker and nursing-health aide procedures in a fully equipped classroom laboratory. Then, under the supervision of qualified instructors, he/she will perform these procedures on patients in both extended care facilities and in selected client homes. These homemaking and nursing procedures will include such things as preparing therapeudic diets, feeding patients, bathing patients, making beds, taking temperatures, and taking blood pressures. These clinical experiences will be held during regular class time as well as during periodic field trips held during the school day.

It is the hope of the school system that your son/daughter will not only become acquainted with these particular disciplines, but, more. importantly, will learn job responsibilities, ability to work with others, and the other habits and attitudes needed for successfull employment. Your student will also be exposed to many additional career opportunities in the health field. This will give him/her a wider base upon which to make future career choices.

Before your son/daughter may participate in this program, a number of conditions must be met.

1. A health examination is required. The examination must include a tuberculin test. Please indicate your wishes by checking one of the following:

   ___ I desire my son/daughter to have a physical examination and a tuberculin test done by the school physician.

   ___ My son/daughter has had a recent health examinationwhich included a tuberculin test. Our private physician will forward a copy of that examination.

2. As in other activities, the school encourages your son/daughter to carry school insurance. Please indicate your wishes by checking one of the following:

   ___ My child is enrolling in the school insurance plan.

   ___ We have adequate insurance and assume full responsibility in case of accident.

3. Transportation to and from the clinical classes will be provided by the instructor in charge of the class, the school transportation department and/or the homemaker-home health aide assigned to the case.

___ I understand and agree to the transportation arrangements for the clinical phase of the program.

4. It will be necessary for your son/ daughter to purchase a pair of white shoes and a white uniform for the clinical phase of the program.

Your son/daughter will be required to fulfill certain responsibilities. A few of the major ones are to:

1. attend class regularly.
2. arrive at school and in class on time.
3. complete assigned classwork.
4. conscientiously perform all tasks assigned in the clinical setting.

Students will be evaluated at the end of each marking period. The following factors will be considered in the evaluation:

1. achievement,
2. attendance,
3. punctuality,
4. quality of work,
5. ability to follow instructions,to accept criticism, and to work with others.

Failure to meet the class standards will jeopardize your son/daughter's opportunity to continue in the program.

I have read this letter and agree to allow my child,_____, to participate in the Nursing Assistant-Homemaker Home Health Aide Program during the 198 -198 school year.

_____ _____

signature date

If you have any questions concerning any aspect of this program, please feel free to call us at 289-7411.

Sincerely,

Health Occupations Instructor

APPENDIX #4

East Hartford Public Schools
George J. Penney High School

Dear Parent:

Your son/daughter has been enrolled in the Advanced Health Occupations class. In order to allow the students an opportunity to practice and perfect their nursing skills, a minimum of fifty hours of clinical class experience will be held at Manchester Memorial Hospital.

Students will be introduced to care of patients in the following specialty areas: Medical, Post-surgical, Pediatrics, Obstetrics, Nursery and Orthopedics.

If you have any questions concerning any aspect of the classroom or clinical components of the Advanced Health Occupations class, please feel free to contact me at 568-8090 ext. 268.

Sincerely,

M. Joanne Whitehouse, R.N.
Nursing Assistant Instructor

Please sign and return.

I agree to allow my son/daughter _____ to participate in the clinical class of the Advanced Health Occupations program. This class will be held at Manchester Memorial Hospital from 3p.m.-6p.m. once or twice per week until the required 50 hours have been completed.

A health examination is required. The examination must include a tuberculin screening. Please indicate your wishes by checking one of the following:

_____ I desire my son/daughter to have a physical examination done by the school physician.

_____ My son/daughter has had a recent health examination. A report of that examination will be forwarded to the school.

_____ My son/daughter has my permission to have a PPD. tuberculin screening exam.

The school encourages your son/daughter to carry school insurance. Please indicate your wishes by checking one of the following:

_____ My child is enrolling in the school insurance plan.

_____ We have adequate accident insurance, and we will assume responsibility in case of accident.

____ We assume full responsibility in case of accident.

I understand that the teacher in charge and the staff at Manchester Memorial Hospital will take all possible care of the student, but they assume no responsibility for accidents.

Signed: _____ _____ Date: _____

CLINICAL FOR THE HOMEMAKER-HOME HEALTH AIDE COMPONENT
of the Nursing Assistant Program

March	90 minutes	Orientation of students by the supervisor of Homemaker-Home Health Aides for the East Hartford Visiting Nurse and Home Care Association of East Hartford, Inc.
March	6 hours	Job shadowing. Students observed a typical day and caseload of an experienced Agency Homemaker-Home Health Aide.
April	6 hours	Home Visits with Home Economics Instructor. Students received demonstrations in selected homemaking skills and return demonstrations were sought. Homes were selected for the variety of experiences offered.
May June	8 hours	Home Visits with the Nursing Assistant Instructor. Students received instruction and demonstrations in selected homemaker-home health aide skills. Return demonstrations were sought. Clients were selected by mutual consent of the Agency supervisor of Homemaker-Home Health Aides , the Nursing Assistant Instructor of the East Hartford Public Schools and the client. Homes were selected for the variety of experiences offered.

The Visiting Nurse and Home Care Association of East Hartford,Inc., hereinafter called the Agency, and East Hartford Public Schools, hereinafter called the High Schools, agree to a cooperative effort in order to introduce the High Schools' Health Occupations students to the diverse responsibilities of a Homemaker-Home Health Aide.

The following terms are mutually acceptable:

1. While the High School students and/or their instructors are involved in any aspect of client care, they will adhere to all the Agency's policies, procedures, and protocols. The Agency will be responsible for notifying the High Schools' instructors of any policy changes. The Agency will share with the High Schools' instructors the responsibility of familiarizing students with pertinent regulations prior to the first home care observation.

2. Parents of students involved in the program will be required to sign a liability waiver. A student 18 years old or older will be required to sign a liability waiver. In addition, the High Schools' Nursing Assistant Instructor, a licensed registered nurse, will carry malpractice insurance. Proof of such malpractice insurance and a current valid license will be required by the Agency.

3. Students may be driven to and from client homes by the Homemaker-Home Health Aide assigned to the case or by the High Schools' Instructors. The East Hartford Public Schools shall have notified the students' parents of the transportation arrangements and have received their signed permission prior to the start of the program. In the event of an accident while students are being driven to or from a client's home by an Agency Homemaker-Home Health Aide, students will be covered under the Agency's non-owned automobile insurance policy and/or the automobile insurance of the Homemaker-Home Health Aide who provides the transportation.

4. The High Schools will allow only students who are in good physical health to participate in the clinical phase of the program. The students' good health will be certified by a physician on the basis of a recent physical examination (within one year) and a tuberculin test.

5. The East Hartford Public Schools will provide instructors for the teaching in the classroom and/or in the clients' homes. Supervision of students will be available, as needed, during student observations. The instructor for the Health Aide skills will be a registered nurse, and the instructor for the Homemaker skills will be a certified home economics teacher.

6. All students enrolled in the program will have previously completed at least 30 hours of patient care in an extended care facility.

7. An orientation to Agency policies and procedures will be presented by the Homemaker-Home Health Aide Supervisor to students participating in this program prior to the first home visit. At least two class sessions of approximately forty-five (45) minutes each will fullfill this requirement

8. Responsibility for planning and scheduling student participation in this program will be done jointly by the Agency and the High Schools' Instructors.

9. The High School students will spend a minimum of 20 hours in a home based patient care setting. Home visits will be for the purposes of:

    A. observing an experienced Homemaker and /or Homemaker-Home Aide employed by the Agency.
    B. observing specific Homemaker and/or Health Aide skills demonstrated by one of the High Schools' Instructors.
    C. providing return demonstrations to the High Schools' Instructors.
    D. assisting an Agency Homemaker-Home Health Aide in providing basic uncomplicated patient care to a client in a home setting. This care will be provided under the direct supervision of the High Schools' Instructor(s).

    The times and locations of these experiences will be selected for the mutual convenience of the Agency and the High Schools' Health Occupations' programs.

10. Students will receive high school credit only for the successful completion of the classroom and clinical phases of the East Hartford Public Schools Health Occupations programs. They will receive no wages or other forms of compensation.

11. The High Schools' Nursing Assistant Instructor and/or the Home Economics Instructor will be notified in writing of any unsatisfactory student performance. Shortly after this notification, the Instructor(s) in conjunction with the Agency will decide on a mutually agreeable course of action.

12. Activity of a faculty member and/or student which constitutes a failure to follow Agency policies and procedures or which otherwise disrupts the purpose of this program shall result in his/her withdrawl from the program at the option of the Agency. If the program is disruptive to the Agency or its programs, the Agency can terminate the contract after thirty (30) days notice.

This contract shall be reviewed, revised if necessary, and renewed annually at the beginning of each academic year.

Date:_____

Signed:

_____
Executive Director, VNAHCA of East Hartford

_____
President, VNAHCA of East Hartford

_____
Supervisor, Career/Vocational Education
East Hartford Public Schools

_____
Principal, George J. Penney High School

_____
Principal, East Hartford High School

_____
Nursing Assistant Instructor,
East Hartford Public Schools

_____
Home Economics Instructor,
East Hartford Public Schools

CONTRACT OF AGREEMENT

NURSING ASSISTANT TRAINING

East Hartford High School and the Riverside Health Care Center, Inc. agree to a joint effort in the clinical phase of East Hartford High School's Nursing Assistant training program.

The following terms governing the clinical phase of the training are mutually acceptable.

1. While East Hartford High School Nursing Assistant Students and Nurse Instructor are involved in the clinical phase of the program, they agree to adhere to all the Riverside Health Care Center, Inc. policies and standards of nursing care.

2. The Riverside Health Care Center, Inc. shall not be liable for any injuries sustained by a student while he/she is involved in the clinical phase of the program. Students or their parents shall carry personal accident insurance or have signed a liability waiver. In addition, the Nursing Assistant Instructor shall carry malpractice insurance.

3. East Hartford High School shall only allow students who are in good physical health to participate in the clinical phase of the program. The students' good health will be certified by a physician on the basis of a recent (within one year) physical examination which includes a tine test.

4. When students from East Hartford High School are involved in any aspect of the clinical phase of the Nursing Assistant Training Program, they will be supervised by the Nursing Assistant Instructor from East Hartford High School, a qualified registered nurse.

5. Patient safety and quality of care shall be of prime importance, and students shall be fully instructed in the classroom on all nursing procedures before being assigned the tasks in a patient oriented clinical setting.

6. The first visit to the Riverside Health Care Center, Inc. shall consist of a tour and an orientation program. This orientation program will cover institutional fire safety, patient confidentiality, and the Patient Bill of Rights.

7. The East Hartford High School students' patient care assignments shall be mutually agreeable to the Nursing Assistant Instructor as well as the nursing staff at Riverside Health Care Center, Inc.

8. To permit adequate supervision and to insure the safety of the patients, no more than eight students per instructor shall be involved at any one time in direct patient care. Riverside Health Care Center, Inc. agrees to allow East Hartford High School students use of their clinical facility to train the students in basic nursing procedures.

9. The hours and days the students shall receive this clinical experience will be arranged for the mutual convenience of the East Hartford High School Nursing Assistant Program and the Riverside Health Care Center, Inc.

CONTRACT OF AGREEMENT

NURSING ASSISTANT TRAINING

10. Upon full completion of the Nursing Assistant Training Course, the students will have a minimum of sixty hours of clinical experience. The clinical phase at Riverside Health Care Center, Inc. shall be terminated when the Nursing Assistant Instructor determines that the students are proficient in the skills necessary for entry level employment as a nursing assistants.

11. Riverside Health Care Center, Inc. will share with East Hartford High School the responsibility for evaluating the program in terms of the type of student enrolled, achievement of goals, approval of the program by St. Elizabeth Health Center's staff, and future program development.

This contract shall be reviewed, revised if necessary, and renewed annually at the beginning of each academic year.

Date:_____

Signed:

_____

Administrator, Riverside Health Care Center, Inc.

_____

Director of Nursing Service, Riverside Health Care Center, Inc.

_____

Supervisor, Career/Vocational Education, East Hartford Public Schools

_____

Principal, East Hartford High School

_____

Nursing Assistant Instructor, East Hartford High School

Nursing Assistant Training 1

George J. Penney and Manchester Memorial Hospital agree to a joint effort in the clinical phase of George J. Penney High School's Nursing Assistant Program.

The following terms governing the clinical phase of the program are mutually acceptable.

1. George J. Penney High School will allow only students who are in good physical health to participate in the clinical phase of the program. The student's good health will be certified by a physician on the basis of a recent physical examination within one year. A tuberculin test is strongly recommended.

2. George J. Penney High School will document and submit evidence to Manchester Memorial Hospital of either a positive rubella titre or a rubella vaccination for all students and instructor(s) involved in the program.

3. While the George J. Penney High School Nursing Assistant students and the nurse instructor are involved in the clinical phase of the program, they agree to adhere to all Manchester Memorial Hospital's policies, procedures, and standards of nursing care.

4. While students from George J. Penney High School are involved in any aspect of the clinical phase of the Nursing Assistant Training Program, they will be supervised by the Nursing Assistant Instructor from George J. Penney High School, a qualified registered nurse. This instructor must meet with the approval of Manchester Memorial Hospital.

5. Students or their parents will be required to sign a liability waiver. In addition, the Nursing Assistant Instructor will carry malpractice insurance.

6. Patient safety and quality of care shall be of prime importance, and students will be fully instructed in the classroom on all nursing procedures before being assigned the task in a patient oriented clinical setting.

7. To permit adequate supervision and to insure the safety of the

patients, no more than eight students per instructor will be involved at any one time in direct patient care. The Manchester Memorial Hospital agrees to allow George J. Penney High School students use of their clinical facility to train students in basic nursing assistant procedures.

8. The George J. Penney High School students' patient care assignments shall be mutually agreeable. However, the head nurse / charge nurse reserves the right to question and to change any patient care assignment which she feels is inappropriate.

9. Students will receive high school credit for successful completion of the clinical phase of the Nursing Assistant Program. The students will not receive any wages from Manchester Memorial Hospital for the clinical phase of the program.

10. The Nursing Assistant Instructor will be notified in writing of any unsatisfactory student performance. Shortly after this notification, the Nursing Assistant Instructor in conjunction with Manchester Memorial Hospital's Nursing Service Department will decide on a course of action. Manchester Memorial Hospital retains the right to remove a problem student from the hospital.

11. The hours and days the students shall receive this clinical experience will be arranged for the mutual convenience of the George J. Penney High School Nursing Assistant Program and Manchester Memorial Hospital.

12. Upon full completion of the Nursing Assistant Training Program the students will have a minimum of fifty (50) hours of supervised clinical experience at Manchester Memorial Hospital. The clinical phase of the program will be terminated on or before the end of the school year.

13. Manchester Memorial Hospital will share with George J. Penney High School the responsibility for evaluating the Nursing Assistant Training Program in terms of type of student enrolled, achievement of goals, approval of the program by the Manchester Memorial Hospital staff, and future planning and

This contract shall be reviewed, revised if necessary, and renewed annually at the beginning of each academic year.

Date: Academic School Year:

Signed:

_____

Administrator, Manchester Memorial Hospital

_____

Director of Nursing Services, Manchester Memorial Hospital

_____

Career/Vocational Supervisor, East Hartford Public Schools

_____

Principal, George J. Penney High School.

_____

Nursing Assistant Instructor, George J. Penney High School

NURSING ASSISTANT/HOMEMAKER HOME HEALTH AIDE

SKILL	CLASSROOM INSTRUCTION	CLASSROOM LAB	CLINICAL CONV. HOME	CLINICAL H/HHA
ADMISSION, TRANSFER, DISCHARGE:				
1. Assist with admission				
2. Assist with transfer				
3. Assist with discharge				
ASEPTIC TECHNIQUE:				
1. Handwashing				
2. Care of patient unit				
3. Care of clean linen				
4. Care of dirty linen				
5. Disinfecting equiptment				
6. Don mask, gown and gloves.				
7. Perform strict isolation				
8. Wound and skin precautions				
9. Enteric Precautions				
10. Respiratory Precautions				
11. Terminal disinfection of isolation unit.				
ASSISTIVE DEVICES- Use, application, care of:				
1. Ace/ roller bandage				
2. Antiembolus stocking				
3. Bed Cradle				
4. Brace-leg				
5. Egg crate mattress/cushion				
6. Footboard, blanket protector				
7. Geriatric Chair				
8. Hearing Aid				
9. Heel/elbow protectors				

NURSING ASSISTANT/HOMEMAKER HOME HEALTH AIDE

SKILL	CLASSROOM INSTRUCTION	CLASSROOM LAB	CLINICAL CONV. HOME	CLINICAL H/HHA
10. Lounge Chair				
11. Sling				
12 Wheelchair				
BEDMAKING:				
1. Unoccupied				
closed				
open				
2. Occupied				
BODY MECHANICS: Principles and application.				
DIABETIC CARE:				
1. Foot care				
2. Special hygiene measures				
3. Testing for S/A				
ELIMINATION:				
1. Bowel and Bladder retraining				
2. Care of incontinent patient				
3. Enemas.				
Tap Water Enema (TWE)				
Soap Suds Enema (SSE)				
Oil Retention Enema				
4. Give, remove, empty a bed pan				
a. regular				
b. fracture				
5. Give, remove, and empty a urinal				
6. Insertion of a rectal tube				
7. Insertion of a rectal suppository				
8. Measuring and recording urinary output				
9. Urinary catheter care.				
Safety and infection control measures				
Emptying a collection bag				

NURSING ASSISTANT/HOMEMAKER HOME HEALTH AIDE

SKILL	CLASSROOM INSTRUCTION	CLASSROOM LAB	CLINICAL CONV. HOME	CLINICAL H/HHA
10. Use and application of a Texas catheter.				
11. Use and care of the commode.				
12. Vaginal douche.				
EMERGENCY CARE:				
1. Cardiopulmonary rescuscitation.				
one man				
two man				
infant				
2. Obstructed airway				
conscious				
adult				
infant				
unconscious				
adult				
infant				
HOT AND COLD TREATMENTS:				
1. Applying a (an):				
Alcohol sponge bath.				
tepid water sponge bath				
hot/cold compress				
hot water bottle				
ice bag or collar				
hydroculator packs				
2. Giving a portable sitz bath.				
3. Soaking a body part.				
MOBILITY EXERCISES:				
MOVING AND POSITIONING THE PATIENT: for comfort and to relieve pressure.				
1. Fowlers and Semi Fowlers				
2. Side lying				
3. Supine				
4. Moving to the Head of Bed				
1 man				
2 man				

NURSING ASSISTANT/HOMEMAKER HOME HEALTH AIDE

SKILL	CLASSROOM INSTRUCTION	CLASSROOM LAB	CLINICAL CONV. HOME	CLINICAL H/HHA
6. Sitting/Dangling on side of bed.				
7. Use of turning sheets.				
NUTRITION/NOURISHMENT:				
1. Serving and removing trays				
2. Assisting the patient to eat.				
3. Feeding the patient.				
4. Forcing Fluids.				
5. Restricting Fluids.				
6. Recording Intake.				
7. Planning a simple well balanced menu.				
8. Planning a simple modified diet.				
Fat restricted				
Sodium restricted				
ADA diet				
9. Caring for patient with N/G or gastric tube.				
PATIENT UNIT:				
1. Care and use of equiptment				
2. Answering the call signal.				
3. Stocking the bedside stand.				
PERSONAL CARE: Assisting or administering:				
1. Oral hygiene.				
routine mouth care				
denture care				
special mouth care				

NURSING ASSISTANT/HOMEMAKER HOME HEALTH AIDE

SKILL	CLASSROOM INSTRUCTION	CLASSROOM LAB	CLINICAL CONV. HOME	CLINICAL H/HHA
2. Bath.				
partial bed bath				
complete bed bath				
tub bath				
whirlpool bath				
3. Backrub				
4. Light massage to improve circulation.				
5. Perineal care.				
male				
female				
6. Nail care				
7. Hair care				
8. Foot care				
9. Dressing and undressing				
10. Shampooing hair:				
In shower/tub				
In bed				
In sink				
RECORD KEEPING:				
1. Preparing a written report for charge nurse				
2. Giving an oral report				
3. Use of flowsheets-dietary, elimination, shower, etc.				
SPECIAL SAFETY MEASURES:				
1. Use of side rails				
2. Use of restraints.				
vest				
waist				
sheet				
wrist and hand				
3. Fire Safety.				
Reporting				
Containment				
Patient Evacuation				
Extinguishing				

NURSING ASSISTANT/HOMEMAKER HOME HEALTH AIDE

SKILL	CLASSROOM INSTRUCTION	CLASSROOM LAB	CLINICAL CONV. HOME	CLINICAL H/HHA
SPECIMEN COLLECTION/ EXAMINATION				
1. Routine urine				
2. 24 hr urine				
3. Clean catch				
4. Stool spec				
5. Sputum spec				
TRANSFER AND AMBULATION:				
1. Assisting ambulation:				
on flat surfaces				
up and down stairs				
with a cane				
with a walker				
with crutches				
2. Transferring the hemiplegic patient.				
Bed to chair				
Chair to chair				
On and off commode				
3. Transferring the weak patient.				
One man				
two man				
4. Use and care of Hoyer lift				
4. Caring for patient on O_2				
VITAL SIGNS:				
1. Taking the temperature				
oral				
rectal				
axillary				
2. Counting the pulse				
apical				
brachial				
carotid				
radial				
3. Counting respirations				
4. Measuring Blood Pressure				
WEIGHING THE PATIENT.				

APPENDIX #7 (2)

HOMEMAKER TASK LIST

A) Routine Home Management

Responsibilities for maintaining a safe and and clean environment.	class presentation	clinical observation	clinical demonstration	clinical performance
Personal Laundry				
Sorting				
By Hand				
By Machine				
Ironing				
Use of Dryer				
Laundromat Use				
Dry Cleaner Use				
Cleaning Agents Use				
Kitchen				
Equipment Safety Methods				
Cleaning Appliances				
Cleaning Sinks, Counters				
Vacuum, Damp Mop				
Clean Cabinets				
Dispose of Garbage and Trash				
Dishwashing				
Bathroom				
Clean tub/shower				
Clean Toilet, Sink, Cabinets				
Damp Mop Floor				
Change Linens				
Bedroom				
Make Beds, Change Linens				
Vacuum, Dust, Polish				
Wash Appropriate Surfaces				
Living Areas				
Vacuum, Carpet Sweep				
Damp Mop				
Dust & Polish				
Empty Wastebaskets & Ashtrays				
Investigate				
Fire Extinguishers, Smoke Alarms				
Alternate Exits				
Locks and Phone Situation				
Electrical Conditions				
Storage of Flammable Substances				
Types of Heat & Ventilation				
Smoking Habits				
Utility Safety				

B) Food and Nutrition

Attractive Meal Preparation				
Low Cost Balanced Meals				
Dietary Modification & Special Diets				
Table/Tray Service				
Snacks & Feeding Assistance				
Storage & Handling				
Appealing Left-Overs				
Meals On Wheels				

	class presentation	Clinical observation	Clinical demonstration	clinical performance
C) Consumer Education The Shopper's Rights & Responsibilities				
Income Budgeting				
Use of Food Stamps				
Manufacturers' Coupons				
Purchase of Household Equipment				
Buying Personal Items				
Labeling Laws				
Nutrition Labeling				
Unit Pricing				
Community Services				
D) Patient Family Relationships				
Care for Children of Various Ages				
Conferring with Relatives				
Giving Companionship				
Assist With Transportation				
Identify and Deal With Emergencies				
Realize Importance of Confidentiality & ethics				

Clinical Performance Evaluation

APPENDIX #8

Clinical Experience:

Student's name: Date:

	Excellent	Above Average	Average	Below Average
1. Organization skills.				
2. Quantity of work.				
3. Quality of work.				
4. Observation Skills. (Changes in skin, color, respiratory status, etc.)				
5. Use of basic safety precautions.				
6. Conservation of time and energy.				
7. Use and care of equiptment and supplies.				
8. Provision for psychological needs. (Providing privacy, explaining procedures, reassuring patient, conversing with patient.)				
9. Use of body mechanics.				
10. Demonstration of care, concern, and respect for patient's private possessions.				
11. Preparation and delivery of report to appropriate agency personnel.				
12. Attitudes and work habits. (Attendance of scheduled classes, promptness, attituds, behavior, grooming, attire.)				
13. Initiative				

Comments:

KEY: Excellent	4 points	Scoring: A=	44-52 points
Above Average	3 points	B=	34-43 points
Average	2 points	C=	21-33 points
Below Average	1 point	D=	13-20 points
Failing	0 points	F=	Below 13 points

Criteria for Point Scoring

A. Excellent Performance:

1. Gathers and prepares all needed equiptment and supplies before beginning task.
2. Completes work easily in allotted time.
3. Completes work of outstanding quality and procedure followed in every detail.
4. Observes and reports all basic deviations in physical and psychological conditions of the patient.
5. Observes all safety precautions.
6. Conserves time and energy.
7. Uses all equiptment correctly; cleans and returns it to its proper place.
8. Converses freely with patients that are able, solicits patient's feelings and desires, always explains procedures and reassures the patient.
9. Always uses good body mechanics.
10. Works around patient's belongings with utmost caution; handles private possessions only at the patient's request and when necessary; leaves all articles and surfaces clean, neat, and dry after use without being prompted.
11. Always completes and delivers a thorough oral and/or written report without prompting from the instructor.
12. Always exhibits positive attitude and professional behavior.
13. Shows initiative; takes on responsibility within scope of training, sees tasks that need doing; never needs prompting.

B. Above average performance:

1. Gathers and prepares most needed equiptment and supplies before beginning task.
2. Completes work in alloted time.
3. Completes work of high quality; followed procedure in most details.
4. Observes and reports most basic deviations in physical and psychological conditions of the patient.
5. Observes most safety precautions.
6. Conserves time and energy.
7. Uses all equiptment correctly; cleans and returns it to its proper place.
8. Converses with patients that are able, usually solicits patients' feelings and deesires, usually explains procedures and reassures the patient.
9. Usually uses good body mechenics.
10 Is cautious with patient's belongings with caution; handles private possessions only at the patient's request and when necessary; Usually leaves all articles and surfaces clean, neat, and dry after use without being prompted.
11. Usually completes and delivers a thorough oral and/or written report without prompting from the instructor.
12. Usually exhibits positive attitudee and professional behavior.
13. Usually shows initiative; usually takes on responsibility within the scope of training, seldom needs prompting.

C. Average:

1. Needs to make several trips to gather all needed supplies and equiptment before beginning task.
2. Completes main portion of work in allotted time. Is rushed on details.
3. Completes work of average quality.
4. Observes only most major deviations in physical and psychological condition of the patient.
5. Observes only major safety precautions.
6. Worked slowly little regard for conservation of time and energy.
7. Used all equiptment correctly; cleaned and returned it to its proper place.
8. Converses somewhat hesitantly with the patients. Sometimes solicits patient's feelings and

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9. Had to be reminded frequently about body mechanics
10 Needs reminding about the need for caution when working around patient's belongings. Needs reminding about the need of leaving all surfaces clean and dry. Handles patient belongings at times out of curiosity.
11. Completes adequate report; often needs the assistance of the instructor.
12. Most often has positive attitude and professional behavior.
13. Shows little initiative. Never takes on additional tasks within scope of training without being directed to do so.

D. Below Average.

1. Made several trips to gather supplies. Forgot basic supplies and had to be reminded.
2. Main portion of work not completed in allotted time.
3. Completed work of poor quality, and had difficulty in following procedures.
4. Observed few deviations in physical and psychological conditions of the patient.
5. Disregarded basic safety precautions.
6. Did not complete assignment; poor use of time and energy.
7. Showed tendency to misuse equiptment. Did not clean thoroughly. Often did not return equiptment to proper place.
8. Little attempt to converse with the patient. Little attempt to explain procedures or reassure the patient.
9. Consistently used poor body mechanics.
10 Seldom worked around patient's belongings with utmost caution. Often handles patient's belongs not out of necessity, but out of curiosity. Little regard for potential accident or damage to patients belongings.
11. Report of poor quality. Constant review and assistance of the instructor needed.
12. Often exhibited negative attitude and unprofessional behavior.
13. Showed no initiative even when directed. Constant checking and supervision required.

East Hartford High School

777 BURNSIDE AVENUE • EAST HARTFORD, CONNECTICUT 06108 • (203) 289-7411

ADMINISTRATION
R. JEANNINE BELISLE, Acting Principal
DONALD S. DUNCAN, Assistant Principal
RAYMOND A. GRASSO, JR., Assistant Principal

Date: _____

OFFICE COPY

_____

has successfully completed a State of Connecticut approved Course of Study and training for:

Nursing Assistant

This course included a Homemaker Home Health Aide Component

Sixty clinical hours at: Riverside Health Care Center
St Elizabeth Health Center

Twenty clinical hours with: The Visiting Nurse and Home Care Association of East Hartford, Inc.

One Hundred Forty hours of classroom instruction

Mary C. Whitehouse — *Nursing Assistant Instructor*

R. Jeannine Belisle — *Principal*

Sally L. Goodwin — *Home Economics Teacher*

George J. Penney High School

869 FORBES STREET
EAST HARTFORD, CONNECTICUT 06118
TEL. 568-8090

DONALD A. CRAMER
Principal
RONALD J. SCHMITT
1st Assistant Principal

FRANK A. CORRADO
Assistant Principal
JANE F. SKEHAN
Assistant Principal

Date: _____

OFFICE COPY

_____

has successfully completed an advanced course of study and training for a

Nursing Assistant

Twenty clinical hours at The Visiting Nurse and Home Care Association of East Hartford, Inc.
Fifty clinical hours at Manchester Memorial Hospital
Sixty hours of classroom instruction

_____ _____

Nursing Assistant Instructor *Principal*

_____

Home Economics Teacher

EAST HARTFORD PUBLIC SCHOOLS

SCHEDULING OF (1) BASIC NURSING ASSISTANT/HOMEMAKER-HOME HEALTH AIDE COURSES
(2) ADVANCED NURSING ASSISTANT (Hospital Training)

Course Title	# of Periods	SEMESTER I					SEMESTER II				
		Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
BASIC HOMEMAKER HOME HEALTH AIDE / NURSING ASSISTANT EHHS SECTION I *	1	NURSING DEPART-MENT	NURSING DEPART-MENT	CLINICAL NURSING DEPART-MENT	CLINICAL NURSING DEPART-MENT	NURSING DEPART-MENT	HOME ECONOMICS DEPART-MENT	HOME ECONOMICS DEPART-MENT	CLINICAL NURSING DEPART-MENT	CLINICAL NURSING DEPART-MENT	NURSING DEPART-MENT
	2	NURSING DEPART-MENT	NURSING DEPART-MENT	CLINICAL NURSING DEPART-MENT	CLINICAL NURSING DEPART-MENT	NURSING DEPART-MENT	NURSING DEPART-MENT	NURSING DEPART-MENT	CLINICAL NURSING DEPART-MENT	CLINICAL NURSING DEPART-MENT	NURSING DEPART-MENT
ADVANCED NURSING ASSISTANT **	1	NURSING DEPART-MENT	NURSING DEPART-MENT	NURSING DEPART-MENT	NURSING DEPART-MENT	NURSING DEPART-MENT	HOMEMAKER - COMPANION (EMPHASIS ON GERIATRICS) NURSING DEPART-MENT ***	NURSING DEPART-MENT ***	HOME ECON. DEPART-MENT	HOME ECONOMICS DEPART-MENT	HOME EC DEPART-MENT

* In addition, EACH SECTION will take 4-6 hour field trips one to two times each month for the purpose of patient care in a client home or extended care facility.

** The clinical component will be held one days a week after school from 3:00 P.M. to 6:00 P.M. at Manchester Memorial Hospital

*** Homemaker - Companion
Propose a new course(s) sponsored by Home Economics Department which would give the student an additional breath and scope in the homemaking skills as well as additional information about normal again and caring for the well elderly. This course would be recommended to students as a logical sequence after the basic course. Nursing Department staff and Home Economics staff could team teach this course also.

BUDGET DESCRIPTION DETAIL

I. DIRECT COSTS:	FEDERAL FUNDS	LOCAL CONTRIBUTIONS (State or In-Kind)	TOTAL BUDGET
A. Personnel			
1. R.N. Teacher/Instructor 70% time/month (including fringe benefits-10 months at $1070/month.	$10,700.00		$10,700.00
2. H.E. Teacher/Instructor 13% time/month-10 months including fringe bendfits at $200.00 per month.		$2,000.00	$ 2,000.00
3. Clerical Support 2.5 hours/week x 40 weeks 9/1/54 - 6/30/86 @ $3.50		$ 350.00	$ 350.00
B. Travel			
1500 miles @ $.20/mile		300.00	$ 300.00
C. Supplies and Materials			
Office Supplies (paper, duplication, etc.)		$ 200.00	$ 200.00
Project materials			$ 400.00
1 hospital bed (head, foot, whole bed raises and lowers) mattress, bedside cabinet, siderails, overbed table. (USED GOOD CONDITION)			$ 500.00
1 mattress for standard hospital bed			$ 67.50
1 pair siderails (clamp on)			$ 89.00
2 pillows @ $8.00 each			$ 16.00
6 large sheets			$ 25.00
6 draw sheets (cloth)			$ 17.00
2 bedspreads @ $12.00 each			$ 24.00
12 bath towels			$ 21.80
12 washcloths			$ 3.40
1 I.V. pole			$ 70.00
1 covered laundry hamper with bag			$ 110.00
1 footboard with blanket support			$ 35.00
1 dozen thermometers			$ 7.60
1 eggcrate mattress			$ 9.00
1 hot water bottle			$ 3.00
1 transfer board			$ 30.00
1 patient walker (folding)			$ 50.00
1 commode			$ 42.00
1 male urinal			$ 1.00
1 fracture bedpan			$ 2.00
1 vest restraint			$ 8.60
1 waist restraint			$ 8.40
1 pair heel protectors			$ 6.25
1 pair elbow protectors			$ 6.25
1 sheepskin (24" by 24" or so)			$ 4.40
2 hand held sphygomanometers and 2 stethescopes			$ 50.00
1 (double) training stethescope			$ 20.00
2 sleeves for eggcrate mattresses			$ 1.00
1 eggcrate mattress for wheelchiar			$ 5.40
2 blankets for hospital beds			$ 20.00
25 yard roll of plastic for draw sheets			$ 18.00

BUDGET DESCRIPTION DETAIL

I. DIRECT COSTS:	FEDERAL FUNDS	LOCAL CONTRIBUTIONS (State or In-Kind)	TOTAL BUDGET
C. Supplies and Materials - continued			
1 wheelchair with elevating leg lifts & removable arms.			$ 350.00
1 hoyer lift			$ 625.00
1 quad cane			$ 23.00
Quibb Ostomy products 1 box pouches 1 box wafers			$ 35.00
Skin Care products			$ 10.00
1 SIMA 30 A-F Resscue breather-Hospital training doll			$1,000.00
D. Other			
Program planning for R.N. teacher/ instructor to set up classroom phase and coordination with outside agencies involved with program. 2 weeks at 35 hours per week @ $9.00 per hour.	$630.00		$ 630.00
Printing	$100.00	$300.00	$ 400.00
II. TOTAL DIRECT COSTS	$ 15,909.00	$2,850.00	$18,759.00
III. INDIRECT COSTS: (Administration/Supervision Audit)		$1,800.00	$ 1,800.00
IV. TOTAL PROJECT COSTS	$ 15,909.00	$4,650.00	$20,619.00
V. COST-SHARING PERCENTAGE DISTRIBUTION	71%	29%	100%

NOTE: Not included in In-Kind but provided by the East Hartford Public Schools - facility, heat, electricity, custodial/maintenance.

1. Freshman Seminar - Code: 525
   "The Development of Civilization" will be taken as the required freshman social studies course. It meets daily and carries 1 credit. The course will include topics on World History and the History of Science.
2. Sophomore Seminar - Government; Geography - Code: 527
   This has two aspects. One is group work in critical thinking, logic and problem solving. The other is independent study by which the student explores an area or areas of academic interest to him/her with a minimum of assistance from an instructor. Course time is evenly divided between group and individual work. (One Honors credit)
3. Juniors and Seniors - The focus is on independent study in an area of the student's choosing. This usually involves working with a mentor. All students meet in seminar groups at least once a week to work on critical thinking skills, advanced study skills, self awareness, logic and problem solving. (¼ credit, plus up to ½ credit per semester for independent study.)
4. Development Seminars - grades 9 through 12 - Selected students meet in small groups to explore their academic strengths and weaknesses. Once they have identified these areas the teacher provides small group instruction and individual projects that will help remedy the weaknesses and develop the strengths. ¼ credit is awarded.

HEALTH OCCUPATIONS COURSES

The health field now offers over three hundred career choices and the health industry is, and will continue to be, a major source of employment opportunities.

The Health Occupations courses are designed to give students a current accurate picture of the career and educational opportunities available in the health field and to guide students in the proper high school preparation for post high school entry into a health career.

The Basic Health Occupations — Nursing Assistant & Homemaker Home Health Aide training course meets the guidelines set down by the State of Connecticut Department of Education and Health Services. A certificate is awarded for successful completion which enables a student to gain entry level employment as a nursing assistant or a Homemaker-Home Health Aide.

Survey of Health Careers — **1 Semester** — **¼ credit**

Meets 2 days per week
Code: Sem A 281, Sem B 282
Prerequisite: Freshman or sophomore
Description: This course is designed to give students a current and accurate picture of the 300 or more career choices available in the health field. It will enable a student to match his/her abilities and interests with the requirements for entry into the various careers. Classroom activities, guest speakers, field trips and job shadowing are all utilized to accomplish the objectives.

Basic Health Occupations — Nursing Assistant & Homemaker-Home Health Aide Training — **Full Year** — **2 credits**

Meets 2 periods daily
Code: 283
Prerequisite: 16 years of age by Dec. of the year enrolled. Counselor recommendation and interview by the instructor are required.
Description: In this course students are introduced to the numerous opportunities in the health field while at the same time learning all the basic nursing assistant/homemaker home health aide skills necessary for entry level positions in these areas. In addition, students are taught CPR, health and nutrition, basic anatomy and physiology of the human body as well as common diseases of adulthood. A minimum of 80 hours will be spent on supervised patient care in both a home based and an extended care setting. This course meets the State of Connecticut entry level requirements for a nursing assistant/health aide, and a certificate is awarded for successful completion. Because of the CPR and health and nutrition teaching, students will also receive physical education credit for successful completion of this course.

Advanced Health Occupations — **1 Semester** — **½ credit-classroom, ½ credit-after-school clinical**

Code: Sem A 285, Sem B None
Prerequisite: Basic Health Occupations and permission of the instructor.
Description: Students will expand their experiences in the health field and gain entry level competency as a nursing assistant in an acute care hospital. Classroom theory will focus on caring for the newborn, for the young child, the new mother, the orthopedic patient and the post operative patient. 50 hours of supervised clinical experience will be conducted at Manchester Memorial Hospital. Job shadowing will be available in a wide variety of health careers for qualified and interested students.

HOME ECONOMIC COURSES

VOCATIONAL HOME ECONOMICS PROGRAM

All Vocational Home Economics courses are open to all students, whether they are in the college program or the vocational and technical programs.

If a student is following the vocational and technical programs, three major areas of concentration are available: Foods, Child Care and Clothing.

By concentrating in one of these areas, a student prepares himself/herself to enter employment with acceptable skills. Students enrolled in the Vocational Home Economics Program are expected to elect at least two courses in Vocational Home Economics each year.

Child Care A — **1 Semester** — **½ credit**

Code: 801
Prerequisite: None
Description: The course includes the study of children from nursery school age to age ten. These are children who need care, yet are not infants. A Red Cross Certificate may be earned with a B or better average of achievement.

Child Care B — **1 Semester** — **½ credit**

Code: 802
Prerequisite: None
Description: The course deals with the health, nutrition, clothing, social interaction, discipline and basic learning skills of the infant and toddler. It provides the opportunity to earn a Red Cross Certificate in Preparation for Parenting.

Child Development and Nursery School (A or B) — **1 Semester** — **½ credit**

Code: Sem A 803, Sem B 804
Prerequisite: Child Care A and B or written consent of department chairman.
Description: The course will include the study and observation of the emotional, mental, social and physical development of the pre-school child, and an involvement of the high school student in a Nursery School, its planning and operation.

Child Care Careers* (A or B) — **1 Semester** — **½ credit**

Code: Sem A 805, Sem B 806
Prerequisite: Child Care A and B, Child Development and Nursery School, and must be age 16 by December 31st.
Description: The emphasis of this course will be preparation for work experience in a variety of day care centers, with the exposure to child care as a business, whether public or private. Field trips and speakers will enhance this course. *It is suggested that Cooperative Work Experience be taken in conjunction with, or the semester following, this course.

Clothing Construction and Needle Crafts Beginning (A and/or B) — **1 or 2 Semesters** — **½ credit/sem**

Code: Sem A 811, Sem B 812
Prerequisite: None
Description: The course gives instruction in basic sewing and needle craft techniques. A minimum of two sewing and one needle craft projects is required. Work is individual depending upon the student's previous experience. An expenditure of money for supplies is required.

Clothing Construction, Intermediate (A and/or B) — **1 or 2 Semesters** — **½ credit/sem**

Code: Sem A 813, Sem B 814
Prerequisite: Beginning Clothing Construction A and/or B
Description: The course will give students further experience in sewing. Emphasis will be on the use of interfacings, linings, seam finishes and more difficult-to-handle fabrics, such as plaids, checks and napped. A minimum of 2 projects is required. An expenditure of money for sewing supplies is necessary.

Clothing Construction, Advanced (A and/or B) — **1 or 2 Semesters** — **½ credit/sem**

Code: Sem A 815, Sem B 816
Prerequisite: Intermediate Clothing Construction A and B or consent of department chairman.
Description: The course will emphasize professional sewing techniques that add individuality to clothes. Pattern making and alteration, various ways of applying pockets, collars, buttonholes and other designer details will be demonstrated. The study of synthetic and natural fabrics and their characteristics aids the student further in selecting the right fabric for the pattern, individual figure and needs. A minimum of three projects is required. An expenditure of money for sewing supplies is necessary.

Clothing Careers* (A or B) — **1 Semester** — **½ credit**

Code: Sem A 817, Sem B 818
Prerequisite: Beginning Clothing, Intermediate Clothing, Advanced Clothing or consent of department chairman and must be 16 years of age by December 31st.
Description: This course will emphasize the preparation for work experience in a

variety of clothing construction, repair and retailing businesses. Speakers from the community and state will be invited to lecture and field trips will enhance the course.
*It is suggested that Cooperative Work Experience be taken in conjunction with, or the semester following, this course.

Foods 1A — 1 Semester — ½ credit

Code: 821
Prerequisite: None
Description: The course will instruct the beginner in the rules of good nutrition, cooking techniques and procedures used in planning and preparing breakfast, luncheon, convenience foods and budget meals. The students will gain a knowledge of good table etiquette and service.

Foods 1B — 1 Semester — ½ credit

Code: 822
Prerequisite: None
Description: The course will be a continuation (not a repeat) of Foods 1A. It further emphasizes the techniques and procedures learned in Foods 1A. Regional Foods (Creole, Pennsylvania Dutch, Southern, New England, Mid-West and Hawaiian) and Special Meals (party, convenience, budget, weight watchers, and make-ahead foods) will be planned, prepared and served.

Cooking Around The World — 1 Semester — ½ credit

Code: Sem A None, Sem B 826
Prerequisite: Foods 1A and B or consent of department chairman.
Description: The course will be an advanced course in foods with emphasis on the foods and customs of foreign countries, such as China, Germany, Spain and France. Special meals will be prepared while studying fish and meat cookery. Some desserts and yeast breads will be studied and prepared.

Holiday Foods — 1 Semester — ½ credit

Code: Sem A 825, Sem B None
Prerequisite: Foods 1A and B or consent of department chairman.
Description: The course will be an advanced course in foods with emphasis on various methods of food preservation. The planning, preparing and serving of various gourmet holiday foods will be featured.

Foods as a Career* (A or B) — 1 Semester — ½ credit

Code: Sem A 827, Sem B 828
Prerequisite: Foods 1A and B, Holiday Foods, Cooking Around the World, Creative Foods, or consent of the instructor.
Description: This course will prepare students for food service jobs. Students will prepare and serve meals to student and faculty groups. Speakers from the community (State Health Dept., College Food Service Programs, etc.) will be invited to lecture. Field trips to local institutional kitchens will also be offered.

*It is suggested that Cooperative Work Experience be taken in conjunction with, or the semester following, this course.

Food Service and Management I (A and B) — 1 or 2 semesters — 1 credit/sem

Code: Sem A 829, Sem B 830
Prerequisite: Consent of department chairperson. Must be 16 years of age by December 31st.
Description: This course is designed for students interested in learning marketable skills in the fields of culinary arts and restaurant management. The course will consist of two parts.
1. Classroom Instruction.
2. Practical Experience.
Students will attend East Hartford High School in the morning for academic courses and transportation will be provided to the site from 11:30. Pickup is at 1:40 in order to be back at the high school for the 2:05 bus. Existence of this course depends upon budget allocations by the East Hartford Board of Education.

Basic Health Occupations — Nursing Assistant & Homemaker-Home Health Aide Training — Full Year — 2 credits

Meets 2 periods daily
Code: 283
Prerequisite: 16 years of age by Dec. of the year enrolled. Counselor recommendation and interview by the instructor are required.
Description: In this course students are introduced to the numerous opportunities in the health field while at the same time learning all the basic nursing assistant/homemaker home health aide skills necessary for entry level positions in these areas. In addition, students are taught CPR, health and nutrition, basic anatomy and physiology of the human body as well as common diseases of adulthood. A minimum of 80 hours will be spent on supervised patient care in both a home based and an extended care setting. This course meets the State of Connecticut entry level requirements for a nursing assistant/health aide, and a certificate is awarded for successful completion. Because of the CPR and health and nutrition teaching, students will also receive physical education credit for successful completion of this course.

Independent Living A — 1 Semester — ½ credit

Code: Sem A 831
Prerequisite: None
Description: This course will help prepare the student who will soon be living on his/her own. Relationships with others, supporting yourself, and housing will be discussed. A foods section will feature the use and care of small electrical appliances.

Independent Living B — 1 Semester — ½ credit

Code: Sem B 832
Prerequisite: None
Description: The course will emphasize money management, financial planning and consumerism. A sewing unit requiring an expenditure of money for materials to make a tie, apron, vest, etc. and the selection, purchase and care of clothes will be included. A foods unit will also be featured.

Interior Design and Housing (A or B) — 1 Semester — ½ credit

Code: Sem A 833, Sem B 834
Prerequisite: None
Description: The course will feature the various aspects of furnishing and decorated dwellings and businesses. Restorations are emphasized.

Marriage and Family Living (A or B) — 1 Semester — ½ credit

Code: Sem A 835, Sem B 836
Prerequisite: Open to grades 10, 11 and 12
Description: The course will give students a better understanding of themselves, their friends and their social problems. It aims at assisting students in making wise marital choices, with emphasis on developing wholesome understandings of marriage and married life. Topics such as venereal disease, divorce, pregnancy, alcoholism, drugs, different life styles, marriage, marital adjustments and reproduction are discussed. Speakers and films are a part of the course.

INDEPENDENT STUDY

Accelerated-Independent Study (A and/or B) — up to ½ credit per semester

Content: Independent Study is an educational opportunity open to students who have indicated ability and serious interest in a particular project or subject area which cannot be pursued specifically or in depth in any one of the regular curricular course offerings. It affords up to ½ credit for successful completion of a semester's work and may be carried on for either one or two semesters, depending on the nature and extent of the work involved. Teachers are under no obligation to accept independent study projects.

Procedure: An applicant for Independent Study must submit to the Independent Study Coordinator:
1. A statement of recommendation from two staff members who have knowledge of the applicant's interest and ability in the subject area in which the work is to be done.
2. The name of the teacher qualified in the subject field who is willing to serve as an adviser or tutorial guide for the applicant.
3. A completed application form, signed by the student's parent, which can be obtained from the Coordinator.

At the end of each marking period, each Independent Study advisor shall submit to the Independent Study Coordinator a written report of the progress the student in his charge has been making.

NOTE: A student's proposal will list books, projects, reports, experiments, etc., that will constitute the course. He may also ask for a certain amount of credit. Only one period per week would normally be scheduled for meeting with the teacher, and only one Independent Study project per semester would ordinarily be allowed.

INDUSTRIAL ARTS

Drafting I — 1 Semester — ½ credit

Code: Sem A 703, Sem B 704
Prerequisite: None. Open to grades 10, 11, and 12.
Description: The course will provide practical experience in basic drafting skills. Emphasis will be placed on neatness and accuracy. Course work will include project planning, blueprint reading, sketching, lettering, and basic machine drawing.

Drafting II — Full Year — 1 credit

Code: 705
Prerequisite: "C" or better in Drafting I
Description: The course will include advanced technical problems in machine drawings, auxiliary views, and pattern developments during the first half year.

George J. Penney High School 45 APPENDIX #13 (1

Principal's newsletter Fall 1984

The East Hartford Public School System has been awarded a grant by the State of Connecticut's Bureau of Vocational Program Planning and Development. This grant will allow the East Hartford Public Schools to offer a Homemaker/Home Health Aide training component to its existing Health Occupations/Nursing Assistant Training programs.

This exemplary program will build on the structures and resources developed by the East Hartford Public Schools and the Visiting Nurse and Home Care Association of East Hartford, Inc. The demand for the services of both Nursing Assistants and Homemaker / Home Health Aides has increased tremendously. The Visiting Nurse and Home Care Association of East Hartford, Inc. has noted an 89% increase in demands for Homemaker/Home Health Aide skills alone.

Students who complete the full program will be certified as Nursing Assistants to give basic patient care in an extended care facilities. In addition, they will be certifiable as Homemaker/Home Health Aides to render care to a client in the home.

In the Basic Nursing Assistant course the classroom phase consists of 120 hours of instruction in basic patient care skills, basic anatomy and physiology, and personal and preventive health. In addition, students are provided with 60 hours of supervised direct patient care at nearby extended care facilities. The new Homemaker/Home Health Aide component will allow the Advanced Nursing Assistant students to receive additional advanced training --both in the classroom and in client homes. The Homemaker/Home Health Aide will be a collaborative training effort which will involve the East Hartford Public Schools' Health Occupations Programs, The Home Economics Department, and the Visiting Nurse and Home Care Association of East Hartford.

SENT To all Penney High School student homes

George J. Penney High School
Principals Newsletter Nov-Dec 1984

ADVANCED HEALTH OCCUPATIONS

Students who are enrolled in George J. Penney's Advanced Health Occupations course are being trained this year for an additional entry level position, that of a Homemaker-Home Health Aide. Students in this course have previously completed training for entry level positions in extended care and acute care facilities.

This new component is a pilot program for the State of Connecticut and was initiated with a grant from the Bureau of Vocational Program Planning and Development.

The Homemaker-Home Health Aide component not only gives the student additional training in health aide skills that are tailored to the home, but, because of the cooperative team teaching efforts between the Home Ecomomics Department and the Health Occupations Department, students are given an additional dimension - homemaking skills. They are being presented theory and hands on experiences in such topics as safety and fire prevention in home household management, menu planning, shopping, and meal perparation, including the preparation of therapeutic diets.

This program has added not only breadth and depth to the existing Health Occupations-Nursing Assistant courses but has increased student awareness of the influential roll that the Visiting Nurse and Home Care Association, Inc., of East Hartford plays in the delivery of homemaker and health services to the residents of East Hartford.

Without this caring group of individuals, many older citizens, young mothers, widows or widowers and one parent families who are faced with an emergency or a chronic health problem would be without the services they need. A few hours of help a day can mean the difference for many between being able to convalesce and remain at home, and having to seek institutional care. Studies show that home care is often less expensive and provides a humane atmosphere that is more conducive to healing that the alternatives.

The Visiting Nurses and Home Care Association of East Hartford, which is cooperating with the East Hartford Public Schools in this venture, has seen the demand for Homemaker-Home Health Aides increase by 89% over the past two years. Their staff has doubled and the projected needs are conservatively estimated to rise 100% over the next five years.

Students will actually be introduced to patient care and homemaking skills by shadowing the Homemaker-Home Health Aides as well as by rendering care in the home under the guidance of the Health and Home Economics instructors from The East Hartford Public Schools.

EAST HARTFORD High School Principals Newsletter 47 Spring 1985

NEW HEALTH COURSE FOR EAST HARTFORD AND PENNEY HIGH STUDENTS APPENDIX #13 (3)

The East Hartford School System has been chosen by the Bureau of Vocational Planning and Development to receive a grant to be implemented in September 1984 at both high schools. The money is to be used to initiate a Nursing Assistant/Homemaker-Home Health Aide Program for students who are 16 years of age or older. Upon completion of the one year course, these students will be certifiable as Nursing Assistants and Homemaker-Home Health Aides. They will be able to work in convalescent homes and for home health care agencies.

Many other schools applied for this grant in Connecticut. It is an honor that East Hartford is the one town selected to present this program in their school system. The project director is Mr. Robert McNulty, Vocational Director. The program was initiated by Mrs. Mary Joanne Whitehouse, R. N., teacher/coordinator and by Mrs. Sally Goodwin, department chairman/teacher of Home Economics. A Nursing Assistant Program is already in place at Penney High School under Mrs. Whitehouse's direction. The Homemaker-Home Health Aide complement will expand the program at Penney High and a similar program will be initiated at East Hartford High School.

Besides the classroom component, that includes nutrition and dietary information, mother and baby care, in-patient and out-patient care, the students will have a clinical component that includes direct patient care in area extended care facilities, hospitals and client homes. A van donated to the East Hartford Public Schools by community businesses through a newly formed School-Business Partnership Committee, involving the Chamber of Commerce, will transport the students. This program will be open to both males as well as females. According to the Visiting Nurse and Home Care Association of East Hartford, the demand for Homemaker-Home Health Aides has increased in East Hartford by 89% over the past two years.

Students interested in applying for this course that is offered during the school day should go to their guidance counselors in order to have their schedules arranged.

6B East Hartford [Conn.] FRIDAY November 9, 1984

EAST Hartford Gazette

E.H.H.S. students Emilia Vallera and Kathy Stair practice proper bedside care in the home health aide training program.

Health occupations program receives state gran

The East Hartford Public School System has been awarded a grant by the State of Connecticut's Bureau of Vocational Program Planning and Development to offer a homemaker/home health aide training component to its existing health occupations/nursing assistant training programs. The program represents the first such program to be offered by a comprehensive high school anywhere in the state.

This exemplary program will build on the structures and resources developed by the East Hartford Public Schools and the Visiting Nurse and Home Care Association of East Hartford, Inc. The demand for the services of both nursing assistants and homemaker/home health aides has increased tremendously. The Visiting Nurse and Home Care Association of East Hartford, Inc. has noted an 89% increase in demands for homemaker/home health aide skills alone.

Students who complete the full program will be certified nursing assistants to give basic patient care in extended care facilities. In addition, they will be certifiable as homemaker/home health aides to render care to a client in the home.

In the basic nursing assistant course the classroom phase consists of 140 hours of instruction in basic patient care skills, basic anatomy and physiology, and personal and preventive health. In addition, students are provided with 60 hours of supervised direct patient care at nearby extended care facilities. The new homemaker/home health aide component will allow advanced nursing assistant students to receive additional advanced training -- both in the classroom and in client homes. The homemaker/home health aide program is a collaborative training effort which involves the East Hartford Public Schools' health occupations programs, the home economics department, and the Visiting Nurse and Home Care Association of East Hartford.

Penney students Pamela Hailes, Karen Sellman, and Paige Dubin work in the kitchen during the homemaker/home health aide component of the health occupations program.

Seniors Get On-The-Job Training

Students Learn Health Care

Twelve EHHS students are participating in a new Homemaker Home Health Course which gives them the opportunity to shadow home visits of nurses and home health aides.

The course is team-taught by the Homemaking Department and the Health Occupations teachers of the East Hartford public school system for interested seniors at both high schools.

Many students are aware of the convalescent home and hospital routines, but a rare look at an equally important facet of health care is offered in the Homemaker Home Health course.

Often people who require medical attention choose to convalesce at home to avoid the expense and mental stress of hospital stays. These people are cared for by either visiting nurses or Homemaker/Home health aides, both of which students in this course may follow around as part of the curriculum.

For these students it is a great opportunity to get an "on-the-job" view. It also makes them aware of the great service this type of health care is in the community.

That a course of this unique nature is offered is a credit to our school system and its concern for community awareness.

The Pilot
East Hartford High School Student Newspaper - Nov. 1984

The Hartford Courant
TOWN COURANT
Thursday, June 13, 1985

Michael Lennahan / Special to The Courant

Sue Kranz, an East Hartford high school student, brushes the hair of Mary Powers during a home health care visit to Powers' home in the Rochambeau Apartment complex. Kranz was among 14 students who took a pilot course which gave them hands-on experience in helping the elderly or ill.

Students' House Calls Help Aged

Health Aide Skills Taught in Program In East Hartford

By SUSANNE DOWDEN
Courant Correspondent

EAST HARTFORD — Fourteen high school home economics students got hands-on experience in providing home care to the elderly this school year under a state-funded pilot program.

The one-year program, which led to state certification as homemaker-home health aides, was funded with a $15,000 grant from the Bureau of Vocational Program Planning and Development of the state Department of Education.

The pilot program was the first of its kind in the state, said Joanne Whitehouse, who taught the course.

The 14 seniors at East Hartford high schools not only worked with elderly patients in convalescent homes, but also worked with the elderly in their homes.

The students worked 20 hours during the year with the Visiting Nurses and Home Care Association of East Hartford; 60 hours in area hospitals or nursing homes; and received 140 hours of classroom instruction in such subjects as anatomy, physiology and pa-

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East Hartford Students Bring Health Care to Homes of Elderly

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tient care.

With their homemaker-health aide certificates, the students will have an easier time finding employment, either with visiting nurses organizations or in convalescent homes, Whitehouse said.

Whitehouse said the program went very well after both students and their elderly clients got used to each other.

Students who were at first hesitant about caring for a sick or dying person eventually gained confidence in their ability, she said. Elderly people enjoyed the extra attention they received from students who assisted the visiting nurses, Whitehouse said.

Ronald McClain, a registered nurse who supervised the home visits, said a few of the clients were reluctant to have high school students in their homes, but afterward said they liked the students.

One elderly woman said the students made her feel like "queen for a day," Whitehouse said.

Students helped patients to bathe, dress, exercise, shop, prepare meals and to get out of their homes for short trips, Whitehouse said.

Vocational Education Supervisor Robert F. McNulty said a special bond formed between the students and the patients.

"You've got to see it; it's magic," McNulty said.

Whitehouse and McNulty hope to continue the program in East Hartford next year, but they will not know until August whether they will receive another state grant for it. Changes in federal guidelines on vocational programs could affect funding for the program, they said.

Whitehouse and McNulty said they want other schools to see how well their program worked. They are planning two workshops next fall, in East Hartford and New Haven, to show other high school teachers how to administer a homemaker-health aide program.

Because hospital stays are becoming shorter, there is an increased need for health care in the home, McClain said, noting that four years ago the East Hartford visiting nurses had 12 aides and now it has 55.

Although all the students this year were female, McNulty said one of next year's goals is to "break the stereotype" and enroll some male students.

APPENDIX # 14

Major Textbooks used in teaching Nursing Assistant Course with the Homemaker-Home Health Aide component.

1. Caldwell, Esther and Barbara Hegner, Geriatrics: A study of Maturity. New York: Delmar Publishers, 1976.

2. Hospital Research and Educational Trust, Being a Nursing Assistant. Bowie, Maryland: Robert J. Brady Company, 1982.

3. Huber, A., Spatz, A and C. Coviello, Homemaker Home Health Aide. Albany, New York: Delmar Publishers, Inc., 1980.

APPENDIX # 15

Name of Facility: Visiting Nurse And Home Care Association of East Hartford, Inc.
Address: 70 Canterbury Lane East Hartford, CT 06118
Name of Program: Nursing Assistant / Homemaker Home Health Aide
Name of School: East Hartford High / George J. Penney High
Length of Association 2 YRS. Years: Date completed: 5/24/85
Signature/Title: Ronald C. McClain RN Homemaking/Home Health Aide Supervisor

Please read each statement below and indicate your opinion by placing a check (✓) in the column best describing your feelings.

Please feel free to use the back of this page for any additional comments, suggestions, or concerns.

	Yes	No	N/A
1. Are occupational skills stressed by the program consistent with the actual job requirement?	✓		
2. Has there been a positive reaction from employees who have had contact with the student trainees?	✓		
3. Do you feel the student assignments were appropriate for the students' level of competence?	✓		
4. Do you feel your facility/staff had adequate input on these training plans?	✓		
5. Do you feel the students had adequate occupational knowledge and skills prior to their clinical assignments?	✓		
6. Do you feel the school program's teacher coordinator maintained adequate communication with your facility/staff?	✓		
7. While students were in your facility, do you feel they were adequately supervised by the East Hartford Public School's nurse instructor?	✓		
8. Would you employ a student from this program?	✓		
9. If you have employed any graduates of this program, do you feel they had adequate entry level skills?	✓		
10. Are there any major changes you wish to see made in this program? (If yes, please comment on the reverse side.)		✓	

over

#2 The Home Health aides who brought students on the observation portion have stated that the experience is very worthwhile. Patients have also stated that the experience went very well.

#4 Agency STAFF has Input with student assignments

#9 Our Agency has 3 former students from the program working as Home Health Aides for our agency. Graduates who come to us seemed to be well prepared for the work involved.

Rem.

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Rem.

COURSE EVALUATION

DIRECTIONS: Circle the answer that most closely represents your views.

PART 1:

1. I would recommend this course to:
   a. No one.
   b. only to people actually interested in becoming a nursing assistant/homemaker-home health aide.
   c. to any interested person, because the information I gained will be of use to me in the future.

DIRECTIONS: Check the column that most accurately represents your views.	Often	Sometimes	Seldom	Never
2. I have gained understanding of the problems of aging.				
3. I have gained some understanding of the basic changes that occur in the body in the common diseases of adulthood, such as diabetes, heart disease, lung disease, etc.				
4. I have gained an understanding of ways to promote my personal health and to prevent illness.				
5. I have more confidence in my ability to assume responsibility.				
6. I feel confidence in my ability to care for a person with a long term illness.				
7. I have gained confidence in my ability to handle new situations.				
8. I have gained understanding of some of the career options in the health field.				

	Thoroughly	Adequately	Poorly
9. This course trained me for the job of a nursing assistant / homemaker-home health aide.			

PART 2.

DIRECTIONS: ANSWER EACH OF THE FOLLOWING QUESTIONS. USE THE BACK OF THE SHEET IF MORE SPACE IS NEEDED.

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1 Strong points of the course were.

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2. Weak points of the course were.

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3. If I were teaching this course, I would make the following changes.

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4. Comment on what you gained from taking this course.

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5. In what ways do you feel you benefitted from having a homemaker-home health aide component added to the Basic Nursing Assistant curriculum.

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6. Comment on what you would have liked to have gained from this course, but you did not.

STUDENT RATING SCALE OF AN INSTRUCTOR

CIRCLE THE LETTER WHICH YOU FEEL BEST EXPRESSES THE FOLLOWING STATEMENTS.

A= no improvement needed.

B= little improvement needed.

C= some improvement needed.

D= much improvement needed.

A. B. C. D. 1. The contents of the course are well organized in relation to the needs of the clinical setting.

A. B. C. D. 2. The teacher has a mastery of her subject matter.

A. B. C. D. 3. The teacher is well prepared for class.

A. B. C. D. 4. Students understand the material that is presented.

A. B. C. D. 5. Students understand what the homework assignments are and what the instructor expectations are.

A. B. C. D. 6. Homework in this class is helpful to the learning process.

A. B. C. D. 7. Students understand the teacher's explanations.

A. B. C. D. 8. The teacher selects the important ideas of a topic.

A. B. C. D. 9. The teacher presents material one step at a time.

A. B. C. D. 10 There seems to be a good reason for the things a teacher does in this class.

A. B. C. D. 11. The teacher gives students enough time to learn the material.

A. B. C. D. 12. The teacher will review and explain and review things the student doesn't understand.

A. B. C. D. 13. When appropriate, the teacher encourages students to ask questions and express opinions.

A. B. C. D. 14 Tests and quizzes in this class help the students learn important things.

A. B. C. D. 15. The teacher uses a marking system the students understand and respect.

A. B. C. D. 16. The teacher cares whether the students are doing well or not.

A. B. C. D. 17. The teacher will use good ideas recommended by a student.

A. B. C. D. 18. The teacher keeps up interest and enthusiasm in the course.

A. B. C. D. 19. Students are generally orderly and attentive.

A. B. C. D. 20. Students learn from each other.

A. B. C. D. 21. Students get their work done.

A. B. C. D. 22. The teacher is friendly, interested in students, and easily approached.

A. B. C. D. 23. The teacher seems to enjoy teaching and working with students.

A. B. C. D. 24. The teacher helps students to grow in self confidence.

A. B. C. D. 25. The teacher treats students fairly.

A. B. C. D. 26. The teacher is enthusiastic.

QUALIFICATIONS OF KEY PERSONNEL

Mary Joanne Whitehouse, R.N.

Registered Nurse - St. Francis Hospital School of Nursing
Currently one course away from B.S. in Nursing Education at Central Connecticut State University

Work Experience

Staff Nurse at various hospitals
St. Sinai Hospital Staff Nurse - summers 1981-1982 (to keep skills updated)
Summer practicum in Public Health Nursing at Visiting Nurse and Home Care Association of East Hartford, Inc.
Currently holds an Emergency Medical Technician Certification and Volunteers on the Glastonbury Volunteer Ambulance.

Teaching Experience

Eight years in East Hartford, Connecticut. (Developed and taught current Nursing Assistant Programs).
Cardiopulmonary Recuscitation Instructor for American Heart Association Adult Education in East Hartford - two years.

Sally K. Goodwin - Department Chairman - Home Economics
B.S. University of Rhode Island
M.S. University of Connecticut
6th year in Administration, University of Connecticut
Auditor - two summers
Draftsman/Artist - 2 years - part time
Tennis Coach, Portland Junior/Senior High School, Portland, Connecticut - 3 years

Teaching Experience

Two years - Portland Junior/Senior High School, Portland, Connecticut
One year - Stafford High School, Stafford Springs, Connecticut
Seventeen years - Grades 6-9 - Glastonbury Public Schools, Lead Teacher - 10 years

Adult Education
Five years - Manchester High School